

# MONTANA STANDARDS FOR HEALTH ENHANCEMENT

*Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.*

*Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process.*

Content Standards indicate what students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students’ knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grade 4, the end of grade 8 and grade 12.

**Health Content Standard 1—Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

**Health Content Standard 2—Students demonstrate competency in a variety of movement forms.**

**Health Content Standard 3—Students apply movement concepts and principles while learning and developing motor skills.**

**Health Content Standard 4—Students achieve and maintain a challenging level of health-related physical fitness.**

**Health Content Standard 5—Students demonstrate the ability to use critical thinking and decision making to enhance health.**

**Health Content Standard 6—Students demonstrate interpersonal communication skills to enhance health.**

**Health Content Standard 7—Students demonstrate health-enhancing behaviors.**

---

## Health Enhancement Content Standard 1

---

**Students have a basic knowledge and understanding of concepts that promote comprehensive health.**

### **Rationale**

*Basic to health enhancement is the foundation of knowledge about the relationships of behavior and health, the interactions within the human body that promote health and fitness, and actions to prevent disease and other health problems. Comprehensive application of health-enhancing strategies enables the student to be health literate, self-directed lifelong learners.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. describe relationships between personal health behaviors and individual well-being.	1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	1. analyze how attitudes and behaviors can impact health maintenance, disease prevention, and injury.
2. describe the basic structure and function of the major human body systems, emphasizing growth and development.	2. explain the function and maintenance of body systems, including the reproductive system.	2. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.
3. identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early.	3. analyze how peers, family, heredity, and environment influence personal health.	3. analyze how the environment, public health policies, government regulations, research, and medical advances influence personal and community health.
4. identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management.	4. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management.	4. develop personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, including HIV/AIDS prevention, and stress management.
5. identify the potential sources of environmental hazards.	5. explain how appropriate health care can prevent premature death and disability.	5. advocate for personal, family, and community health.

---

## Health Enhancement Content Standard 2

---

**Students demonstrate competency in a variety of movement forms.**

### **Rationale**

*Basic movement skills are the foundation students need in order to lead a more active and productive life. It is the daily application of fundamental motor skills by which skillful movers are developed.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.</li><li>2. combine movement skills in applied and dynamic settings or lead-up games.</li><li>3. acquire skills including perceptual, motor, and rhythm.</li></ol>	<ol style="list-style-type: none"><li>1. demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.</li></ol>	<ol style="list-style-type: none"><li>1. demonstrate a variety of physical skills which encompass dance, individual, dual and team sports, and lifetime physical activities.</li></ol>

---

## Health Enhancement Content Standard 3

---

**Students apply movement concepts and principles while learning and developing motor skills.**

### **Rationale**

*The ability of the learner to use cognitive information is essential in understanding and enhancing motor skill acquisition and performance.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. apply critical elements to improve personal performance in fundamental motor skills and some specialized skills.</li><li>2. recognize and apply movement concepts that impact the quality of performance.</li></ol>	<ol style="list-style-type: none"><li>1. understand and apply movement concepts to game strategies.</li><li>2. identify and refine the critical elements of advanced movement skills.</li><li>3. identify and understand the application of basic rules and strategies in a variety of physical activities.</li></ol>	<ol style="list-style-type: none"><li>1. identify the characteristics of technically correct performance in a variety of movement forms.</li><li>2. apply rules and advanced strategies to a variety of physical activities.</li><li>3. know and understand scientifically based information regarding movement performance.</li></ol>

---

## Health Enhancement Content Standard 4

---

**Students achieve and maintain a challenging level of health-related physical fitness.**

### **Rationale**

*Physical fitness, developed through regular physical activity, is essential in enjoying an active, productive and healthy life.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.</li><li>2. identify each component of health-related physical fitness.</li><li>3. associate each health-related physical fitness component to the improvement of personal health.</li><li>4. demonstrate individual progress toward each component of health-related physical fitness.</li></ol>	<ol style="list-style-type: none"><li>1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness.</li><li>2. understand and apply basic principles of training to improve health-related physical fitness.</li><li>3. identify personal fitness goals.</li><li>4. demonstrate individual progress toward each component of health-related physical fitness.</li></ol>	<ol style="list-style-type: none"><li>1. participate in a variety of fitness activities involving each component of health-related physical fitness.</li><li>2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs.</li><li>3. design a personal fitness program.</li><li>4. demonstrate individual progress toward each component of health-related physical fitness.</li></ol>

---

## Health Enhancement Content Standard 5

---

**Students demonstrate the ability to use critical thinking and decision making to enhance health.**

### **Rationale**

*Problem-solving processes are lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify problem-solving processes specific to health-related issues.</li><li>2. access valid health information and resources.</li><li>3. explain how basic health information and resources are used in setting goals and decision making.</li><li>4. set personal health goals and record progress toward achievement.</li><li>5. predict results of positive health decisions.</li></ol>	<ol style="list-style-type: none"><li>1. individually and collaboratively apply problem-solving processes to health issues.</li><li>2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.</li><li>3. predict how decisions specific to health behavior have consequences for self and others.</li><li>4. describe personal factors that influence an individual's health goals.</li><li>5. explain a personal health plan that addresses needs, strengths, and risks.</li><li>6. identify the validity of health information and how culture, media, and technology influence choices.</li></ol>	<ol style="list-style-type: none"><li>1. utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.</li><li>2. predict immediate and long-term impacts of health decisions on the individual, family and community.</li><li>3. implement a plan for achieving personal health goals.</li><li>4. evaluate progress toward attaining personal health goals.</li><li>5. formulate an effective plan for lifelong health.</li><li>6. locate, evaluate, and utilize credible health information.</li></ol>

---

## Health Enhancement Content Standard 6

---

### Students demonstrate interpersonal communication skills to enhance health.

#### Rationale

*Self-concept and personal family and community health are enhanced through effective verbal and nonverbal communication.*

#### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. describe characteristics needed to be a responsible friend and family member.</li><li>2. demonstrate ways to communicate care, consideration, and respect of self and others.</li><li>3. demonstrate healthy ways to express needs, wants, and feelings.</li><li>4. demonstrate refusal skills.</li><li>5. demonstrate active listening skills.</li><li>6. demonstrate nonviolent strategies to resolve conflicts.</li></ol>	<ol style="list-style-type: none"><li>1. describe how the behavior of family and peers affects interpersonal communication.</li><li>2. demonstrate ways to communicate care, consideration, and respect of self and others.</li><li>3. demonstrate healthy ways to express needs, wants, and feelings.</li><li>4. demonstrate refusal and mediation skills to enhance health.</li><li>5. demonstrate strategies to analyze and manage conflict in healthy ways.</li></ol>	<ol style="list-style-type: none"><li>1. demonstrate skills for communicating effectively with family, peers, and others.</li><li>2. demonstrate ways to communicate care, consideration, and respect of self and others.</li><li>3. demonstrate healthy ways to express needs, wants, and feelings.</li><li>4. demonstrate refusal, mediation, and collaboration skills for solving interpersonal conflict without harming self or others.</li><li>5. analyze how interpersonal communication affects relationships.</li><li>6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.</li></ol>

---

## Health Enhancement Content Standard 7

---

### Students demonstrate health-enhancing behaviors.

#### Rationale

*Many diseases and injuries can be prevented by reducing risk-taking behaviors. In addition, practicing health-enhancing behaviors contributes to a positive quality of life. Students will have a foundation for living a healthy life by accepting responsibility for their personal health.*

#### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. interact with friends and others through participation.</li><li>2. use physical activity as a means of self-expression.</li><li>3. experience enjoyment through physical activity.</li><li>4. regularly participate in physical activity.</li><li>5. demonstrate strategies to improve or maintain personal health.</li></ol>	<ol style="list-style-type: none"><li>1. enjoy participation in physical activity.</li><li>2. recognize the social benefits of physical activity.</li><li>3. participate in health-enhancing physical activity outside of school.</li><li>4. work cooperatively with a group to achieve group goals in both cooperative and competitive settings.</li><li>5. demonstrate strategies to improve or maintain personal and family health.</li></ol>	<ol style="list-style-type: none"><li>1. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.</li><li>2. experience enjoyment from physical activity and a healthy lifestyle.</li><li>3. participate in activities that promote community well-being.</li><li>4. initiate independent and responsible health-enhancing personal behavior.</li><li>5. demonstrate strategies to improve or maintain personal, family, and community health.</li></ol>



---

## Health Enhancement Performance Standards: A Profile of Four Levels

---

The Health Enhancement Performance Standards describe students' knowledge, skills, and abilities in the health enhancement content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency and novice.

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### Grade 4 Health Enhancement

**Advanced:** (1) A fourth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) uses a variety of motor skills and skillful and efficient movement patterns in a variety of applied and dynamic settings;
- (b) knows, understands, describes, and demonstrates health enhancing concepts and behaviors, and how they relate to personal and family health; and
- (c) demonstrates conflict resolution skills, refusal skills, appropriate self-expression, and concern for others.

**Proficient:** (1) A fourth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) consistently exhibits fundamental motor skills in a variety of applied settings;
- (b) uses a combination of movement patterns with smooth transitions; and
- (c) identifies, describes, and demonstrates understanding of some concepts of health promotion and how they impact personal and family health.

**Nearing Proficiency:** (1) A fourth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) demonstrates fundamental motor skills in some applied settings;
- (b) identifies and demonstrates understanding of some relationships between healthy behaviors and disease prevention; and
- (c) exhibits socially acceptable behavior in most settings.

**Novice:** (1) A fourth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) sometimes demonstrates and combines fundamental motor skills and socially acceptable interpersonal behavior;
- (b) seldom identifies concepts related to a healthy lifestyle and healthy relationships; and
- (c) does not consistently understand health promotion and disease prevention concepts and how they relate to his/her own health.

## **Grade 8 Health Enhancement**

**Advanced:** (1) An eighth-grade student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) effectively maintains an appropriate level of skill and health-related fitness;
- (b) applies health promotion concepts to access valid health information and products;
- (c) thoroughly evaluates the influences of media and culture on health;
- (d) exhibits effective interpersonal social skills;
- (e) predicts consequences of actions;
- (f) develops a personal plan for health that involves goal-setting and decision-making skills; and
- (g) effectively communicates information and opinions regarding health promotion and personal and social health.

**Proficient:** (1) An eighth-grade student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) attains an appropriate level of skill-related fitness;
- (b) identifies influences of media and culture on health; and
- (c) analyzes concepts of health promotion, including determining the validity of information and products, evaluating the influence of external factors on health, examining the causes of interpersonal conflicts and how goal-setting and decision-making influence health.

**Nearing Proficiency:** (1) An eighth-grade student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) shows some improvement in developing appropriate skill-related fitness components and understands their contributions to overall well-being;
- (b) achieves an appropriate level of health-enhancing physical fitness;
- (c) describes fundamental relationships in health promotion and disease prevention; and
- (d) demonstrates basic interpersonal social skills appropriate to the eighth-grade level.

**Novice:** (1) An eighth-grade student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) participates in appropriate skill-related fitness activities and identifies their contributions to overall well-being;
- (b) works toward health-related physical fitness;
- (c) identifies and describes healthy behaviors and disease prevention concepts;
- (d) often demonstrates understanding of health information; and
- (e) sometimes demonstrates appropriate interpersonal social skills.

## **Upon Graduation Health Enhancement**

**Advanced:** (1) A graduating student at the advanced level in health enhancement demonstrates superior performance. He/she:

- (a) demonstrates high levels of competency in a variety of physical activities;
- (b) demonstrates understanding of scientific principles of physical fitness and the relationships to total well-being, and applies that information in developing personal wellness during different periods of life;
- (c) initiates independent personal and social behaviors and takes both leadership and following roles as situations determine;
- (d) thoroughly analyzes, evaluates, and articulates opinions concerning personal and social health issues;
- (e) effectively utilizes strategies to overcome barriers in social situations; and
- (f) forms a comprehensive plan for healthful living.

**Proficient:** (1) A graduating student at the proficient level in health enhancement demonstrates solid academic performance. He/she:

- (a) participates in some physical activities;
- (b) demonstrates competency in a variety of physical activities;
- (c) demonstrates the knowledge and skills necessary to determine current and future fitness needs;
- (d) initiates independent and responsible personal behavior;
- (e) anticipates potentially dangerous consequences of actions;
- (f) analyzes, evaluates, and forms opinions regarding health information, services, products, and the effects of external influences; and
- (g) uses communications skills effectively in a variety of settings.

**Nearing Proficiency:** (1) A graduating student at the nearing proficiency level in health enhancement demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in health enhancement. He/she:

- (a) participates in some physical activities;
- (b) demonstrates the fundamental knowledge and skill to achieve a health-enhancing level of fitness;
- (c) displays socially responsible behavior; and
- (d) describes health concepts, health care costs and services, the role of personal responsibility and external influences on a health-enhancing lifestyle.

**Novice:** (1) A graduating student at the novice level in health enhancement is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in health enhancement. He/she:

- (a) participates in some physical activities that contribute to well-being throughout the life span;
- (b) demonstrates the knowledge and skills to adjust activity levels to meet personal fitness needs;
- (c) identifies socially responsible behavior; and
- (d) sometimes demonstrates understanding of health concepts, health care costs and services, and the role of personal responsibility, decision-making, and external factors on health-enhancing lifestyles.

---

## GLOSSARY OF TERMS AS THEY ARE USED IN THIS DOCUMENT

---

*Advocate:* ability to express information and opinions in support of something.

*Analyze:* to separate into its parts so as to examine in detail.

*Applied setting:* involves completing skills in a specific setting determined by the instructor such as moving forward while jumping rope, running forward to kick a soccer ball or doing a basketball layup.

*Collaboration skills:* proficiencies necessary to work together in some undertaking in a group setting (e.g., cooperative, supportive, trusting, constructive, friendly).

*Community health:* taking a social responsibility toward the health needs of one's neighborhood, city, country or world.

*Competency:* the ability to perform and apply skills.

*Comprehensive health:* includes the components of drug and alcohol prevention, tobacco use prevention, nutrition, physical activity, human growth, development and family life, environmental health, mental health, disease prevention, consumer health, accident prevention and safety, and personal health.

*Conflict resolution skills:* skills a person can use to resolve a disagreement in a healthful, safe, legal, respectful and nonviolent way, including such things as defining the conflict, taking responsibility for actions, using "I" messages, listening to the needs of others, evaluating solutions, agreeing to a solution and following the agreement.

*Critical elements:* characteristics of mature performance (e.g., running without bumping into others, throwing a ball with the correct leg forward, skipping without falling).

*Critical thinking:* is evaluating the effectiveness, validity, and possible impact of what is read, heard or viewed and exploring distinctions between concrete and abstract, plausible and implausible. With critical thinking, one evaluates the validity of assertions and detects fallacies in reasoning.

*Dance:* to move the body and feet in rhythm, usually to music.

*Decision-making:* using logic to form conclusions and make judgments, usually including (1) assessing the decision to be reached, (2) listing possible options, (3) evaluating options, (4) deciding which option to pursue, and (5) acting on the decision.

*Developmentally appropriate:* takes into account those aspects of teaching and learning that change with the age, experience and ability of the learner.

*Dual sports:* includes games, sports, and other leisure pursuits that require two participants simultaneously such as tennis, badminton and racquetball.

*Dynamic settings:* involves performing skills and skill combinations in complex settings where the environment changes, such as performing manipulative tasks while dodging, performing a gymnastics sequence or a dance to music.

*Environmental hazards:* those risks associated with factors present where you live (e.g., smog, smoke, hazardous/toxic waste, high crime area).

*Family health:* taking a responsibility toward the health needs of one's immediate family.

*Fundamental motor skills:* includes both locomotor skills such as walking, running, hopping, skipping, jumping, leaping and galloping, as well as manipulative skills such as throwing, passing, kicking, dribbling and catching.

*Health enhancement:* a subject area that includes content from the disciplines of both health and physical education which has as its major focus the development of a healthy lifestyle.

*Health-enhancing strategy:* planning and directing an action that will promote one's well-being or that of their community or family.

*Health literate:* the ability of the individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which enhance health.

*Health-related physical fitness:* includes the components of (1) cardiovascular endurance, (2) muscular strength and endurance, (3) flexibility, and (4) body composition.

*Human body systems:* a set of things so connected as to form a unity or organic whole. Major body systems include the circulatory, integumentary, muscular, respiratory, skeletal and digestive systems. Other body systems include the nervous, urinary, reproductive, endocrine, pulmonary and lymphatic systems.

*Individual sports:* includes games, sports, and other leisure pursuits pursued by a single individual such as swimming, weight lifting and orienteering.

*Interpersonal behavior:* the way people act and react to each other and includes such behaviors as honesty, flexibility, tolerance, courtesy, and respect for others and their property.

*Interpersonal communication skills:* verbal or nonverbal abilities that help to share feelings, thoughts and information with another person in a positive manner.

*Interpersonal social skills:* skills that enhance the ability to work and play together such as cooperation, fair play, sportsmanship, respect, loyalty, patience, self-control and tolerance.

*Lead-up games:* activities that utilize basic skills and strategies related to specific games, sports or leisure activities.

*Lifetime physical activities:* includes games, sports, and other leisure pursuits usually performed by a person over the course of a lifetime, including activities like tennis, golf, bowling, backpacking, canoeing and racquetball.

*Listening skills:* are active processes that involve discriminating among sounds; using strategies such as anticipating meanings, ignoring distractions, and visualizing what is heard; evaluating; and responding appropriately. Listening is active, hearing is passive.

*Locomotor:* skills used to move the body from one place to another, including walking, running, skipping, leaping, sliding, galloping, jumping and hopping.

*Manipulative:* skills developed when a person handles some kind of object, including throwing, kicking, batting, catching, redirecting an object in flight (such as a volleyball) or continuous control of an object such as a hoop.

*Mature form:* means that the basic movement can be performed with ease, is smooth, efficient, repetitive and can be performed without thinking out each step of the movement.

*Mediation skills:* combines the use of problem-solving methods and active listening skills to come to a common understanding and resolution of a problem between disputants and includes such skills as defining the conflict, discussing possible solutions, evaluating the solutions, agreeing to a solution and following the agreement.

*Morbidity:* the rate of disease or proportion of diseased people.

*Mortality:* the rate or proportion of death from all causes.

*Motor skills or fundamental motor skills:* basic fundamental movement patterns usually involving the large muscle groups that are necessary to perform a variety of physical activities.

*Movement concepts:* a generalized idea concerning human motion (e.g., the lower the center of gravity, the more stable the object; throwing a ball in front of a moving receiver).

*Movement concepts and principles:* relates to cognitive information concerning the development of physical fitness and motor development and its application in real life such as specificity in training and other principles of conditioning, application of force, center of gravity, and stress management.

*Non-locomotor:* skills that are performed in place without appreciable spatial movement and include bending and stretching, pushing, pulling, raising and lowering, twisting and turning, and shaking.

*Non-violent strategies:* techniques that are used to avoid or de-escalate a potentially violent situation and includes problem-solving, active listening, conflict resolution skills, mediation, sit-downs or humor.

*Overall well-being:* includes the intellectual, social, emotional and physical aspects of health.

*Perceptual motor skills:* movement involving the interrelationships between the perceptual or sensory processes and motor activity, including balance and directionality.

*Personal health:* taking responsibility for one's own health care and health needs.

*Problem-solving processes:* methods used to identify a problem, generate possible solutions, evaluate the benefits and risks, select the solution with the most benefits, implement the solution and evaluate the results using the feedback to possibly modify or change the solution.

*Relationship:* the quality or state of connection.

*Rhythm(s):* involves motion that possesses regularity and a predictable pattern, often involving music such as dance patterns, jumping rope or tinkling.

*Principles of training:* guidelines to follow to derive the maximum benefits from an exercise plan and to prevent injuries which include warming up, cooling down, frequency, duration and intensity, overload and specificity.

*Refusal skills:* skills that are used when a person wants to say NO to an action and/or leave a situation that threatens health, safety, breaks laws, disobeys guidelines set by adults or detracts from character and includes such skills as assertively saying "no," using body language that says "no," suggesting alternative behaviors, walking away and avoiding the situation.

*Scientifically based information:* involves research-based knowledge concerning human activity and performance (e.g., the overload principle in training, the principles of frequency, duration and intensity in aerobic workouts, specificity of training, absorption of force principles).

*Skill-related fitness activities:* includes qualities that enable a person to perform in activities and is synonymous with motor fitness and includes the components of agility, coordination, speed, power, and balance.

*Specialized skills:* skills basic to a movement form (e.g., basketball chest pass, soccer dribble, fielding a softball with a glove).

*Stress management:* the ability to cope with stress as a normal part of life, including the ability to identify situations and conditions that produce stress and adopt healthy coping behaviors.

*Team sports:* includes games, sports and leisure pursuits that require the participation of one or more groups of individuals on teams such as basketball, football and soccer.